



North Carolina Department of Public Instruction

## **INSTRUCTIONAL SUPPORT TOOLS**

FOR ACHIEVING NEW STANDARDS

### **Appendix B: American History I: The Founding Principles Unpacking Document**

This document identifies possible curriculum content that could be taught in the American History I: The Founding Principles course that aligns to the Founding Principles Act (SL 2011-273). The last column, labeled “Unpacking” contains the information that shows the alignment of the standards to the Founding Principles Act. This content is underlined for easy identification and can be found on the following pages in this document: 5, 6, 11-12, 20-22, 24-35, 37-39, 41-42, 46-52.

This document is designed to help North Carolina educators teach the Common Core and Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers. **Please note that teachers should not feel limited only to those examples that are provided within the document. They are suggestions only and should not prevent the teacher from teaching other examples.**

## ***Essential Standards: American History I: The Founding Principles • Unpacked Content***

For the new Essential Standards that will be effective in all North Carolina schools in the 2012-13 school year.

### **What is the purpose of this document?**

To increase student achievement by ensuring educators understand specifically what the new standards mean a student must know, understand and be able to do.

### **What is in the document?**

Descriptions of what each standard means a student will know, understand and be able to do. The “unpacking” of the standards done in this document is an effort to answer a simple question “What does this standard mean that a student must know and be able to do?” and to ensure the description is helpful, specific and comprehensive for educators.

### **How do I send Feedback?**

We intend the explanations and examples in this document to be helpful and specific. That said, we believe that as this document is used, teachers and educators will find ways in which the unpacking can be improved and made ever more useful. Please send feedback to us at [feedback@dpi.state.nc.us](mailto:feedback@dpi.state.nc.us) and we will use your input to refine our unpacking of the standards. Thank You!

### **Just want the standards alone?**

You can find the standards alone at <http://www.ncpublicschools.org/curriculum/socialstudies/scos/>

Note on Numbering: **H**–History

## History

### Essential Standard:

AH1.H.1 Apply the four interconnected dimensions of historical thinking to the United States History Essential Standards in order to understand the creation and development of the United States over time.

Concept(s): Historical Thinking, Change, Continuity

### Clarifying Objectives

AH1.H.1.1 Use Chronological Thinking to:

1. Identify the structure of a historical narrative or story: (its beginning, middle and end)
2. Interpret data presented in time lines and create time lines

### Unpacking

What does this standard mean a student will understand, know and be able to do?

#### The student will know:

- Chronological thinking is the foundation of historical reasoning—the ability to examine relationships among historical events and to explain historical causality.

#### The student will be able to:

- Deconstruct the temporal structure (its beginning, middle, and end) of various types of historical narratives or stories.
  - Think forward from the beginning of an event, problem, or issue through its development, and anticipate some outcome; or work backward from some issue, problem, or event in order to explain its origins or development over time.
- Interpret data presented in time lines in order to identify patterns of *historical succession* (change) and *historical duration* (continuity).
- Create time lines to record events according to the temporal order in which they occurred and to reconstruct patterns of historical succession and duration.

#### Key Terminology:

- **Patterns of Historical Succession** - The act or process in which historical developments have unfolded.
- **Patterns of Historical Duration** – The time during which historical developments

exhibit reliable samples of traits, acts, tendencies, etc. of events, phenomena, persons, groups or institutions.

- **Temporal** – of or relating to the sequence of time or to a particular time.
- **Periodization** - the attempt to categorize or divide time into named blocks.

## History

### Essential Standard:

**AH1.H.1 Apply the four interconnected dimensions of historical thinking to the United States History Essential Standards in order to understand the creation and development of the United States over time.**

**Concept(s): Historical Thinking, Perspective, Source**

### Clarifying Objectives

AH1.H.1.2 Use Historical Comprehension to:

1. Reconstruct the literal meaning of a historical passage
2. Differentiate between historical facts and historical interpretations
3. Analyze data in historical maps
4. Analyze visual, literary and musical sources

### Unpacking

What does this standard mean a student will understand, know and be able to do?

#### The student will know:

- Historical passages are primary sources that provide firsthand testimony or direct evidence concerning a topic under investigation.
- Historical narratives are research based stories or accounts that describe or interpret historical events.
- Comprehending a historical passage requires that it be read to reveal the humanity of the individuals and groups who lived in the past.
  - Motives and intentions, values and ideas, hopes, doubts, fears, strengths, and weaknesses
- Comprehending a historical passage or narrative requires the appreciation for and the development of *historical perspective*—judging the past in consideration of the *historical context* in which the events unfolded and not solely in terms of personal and/or contemporary norms and values.
  - How did the social, political, cultural, or economic world of certain individuals and groups possibly influence their motives and intentions, their values and ideas, their hopes, doubts, fears, strengths, and weaknesses?

**The student will be able to:**

- Reconstruct the literal meaning of a historical passage by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed.
- Differentiate between historical facts and historical interpretations but acknowledge that the two are related; that the facts the historian reports are selected and reflect the historian's judgment of what is most significant about the past.
- Analyze historical data and sources beyond written passages or narratives in order to clarify, illustrate or elaborate on data presented in historical passages or narratives. This data includes, but is not limited to, visual, mathematical, and quantitative data presented in a variety of historical maps, graphic organizers, photographs, political cartoons, paintings, music and architecture.

**For example:** visual, mathematical and quantitative data presented in a variety of historical maps, graphic organizers, photographs, political cartoons, paintings, music and architecture.

- Analyze excerpts or portions of writings, documents and records that reflect the history of the United States including but not limited to the preamble to the North Carolina Constitution, the Declaration of independence, the United States Constitution, the Mayflower Compact, the national motto, the National Anthem, the Pledge of Allegiance, the writings, speeches, documents, and proclamations of the founding fathers and Presidents of the United States, decisions of the Supreme Court of the United States, and acts of the Congress of the United States, including the published text of the Congressional Record.

**Key Terminology:**

- **Historical Perspective** - describing the past on its own terms, through the eyes and experiences of those who were there, as revealed through their literature, diaries, letters, debates, arts, artifacts, etc.
- **Historical Context** – placing events or situations in a given period of time or era.

- **Present-mindedness** – Judging things that occurred in the past based solely in terms of present-day norms and values.

## History

### Essential Standard:

**AH1.H.1 Apply the four interconnected dimensions of historical thinking to the United States History Essential Standards in order to understand the creation and development of the United States over time.**

**Concept(s): Historical Thinking, Perspective**

### Clarifying Objectives

AH1.H.1.3 Use Historical Analysis and Interpretation to:

1. Identify issues and problems in the past
2. Consider multiple perspectives of various peoples in the past.
3. Analyze cause-and-effect relationships and multiple causation.
4. Evaluate competing historical narratives and debates among historians.
5. Evaluate the influence of the past on contemporary issues.

### Unpacking

What does this standard mean a student will understand, know and be able to do?

#### The student will know:

- *Historical analysis* involves a rich variety of historical documents and artifacts that present alternative voices, accounts, and interpretations or perspectives on the past.
- The study of history is subject to an individual’s *interpretation* of past events, issues, and problems, and there is usually no one right answer, one essential fact, or one authoritative interpretation that can be used to explain the past.
- Historians may differ on the facts they incorporate in the development of their narratives and disagree on how those facts are to be interpreted. Thus, written history is a “dialogue” among historians, not only about what happened but about the *historical interpretation* of *why* and *how* events unfolded.
- Historical issues are frequently value-laden and subsequently create opportunities to consider the moral convictions that possibly contributed to those actions taken by individuals and groups in the past.
- The past has a degree of relevance to one’s own times.

#### The student will be able to:

- Identify issues and problems in the past and analyze the interests, values,

perspectives, and points of view of those involved in the situation.

- Use criteria to judge the past in consideration of the *historical context* in which the events unfolded and not solely in terms of personal and/or contemporary norms and values.
- Consider multiple perspectives of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.
- Analyze past events in terms of cause and effect relationships.
- Consider multiple causes of past events by demonstrating the importance of the individual in history; the influence of ideas, human interests, and beliefs; and the role of chance, the accidental and the irrational.
- Use specific criteria to critique competing historical interpretations of past events in order to differentiate between expressions of opinion and informed hypotheses grounded in historical evidence.
- Use specific criteria to judge the relevance of the past to contemporary events and their own lives through a variety of classroom settings such as debates, simulations, and seminars.
- Analyze past events in terms of cause and effect relationships by using excerpts or portions of writings, documents and records that reflect the history of the United States including but not limited to the preamble to the North Carolina Constitution, the Declaration of independence, the United States Constitution, the Mayflower Compact, the national motto, the National Anthem, the Pledge of Allegiance, the writings, speeches, documents, and proclamations of the founding fathers and Presidents of the United States, decisions of the Supreme Court of the United States, and acts of the Congress of the United States, including the published text of the Congressional Record.

	<p><b>Key Terminology:</b></p> <ul style="list-style-type: none"> <li>• <b>Historical Interpretation</b> – Historical interpretation is when a certain historical event is described from different points of views. When this is done in first-person, it is sometimes referred to as living history.</li> <li>• <b>Multiple Causation</b> – the mutual effect by many different forces to cause a particular action or occurrence.</li> <li>• <b>Causative</b> – something that acts as an agent or cause; agent that is the reason for something.</li> </ul>
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## History

### Essential Standard:

**AH1.H.1 Apply the four interconnected dimensions of historical thinking to the United States History Essential Standards in order to understand the creation and development of the United States over time.**

**Concept(s): Historical Thinking, Perspective**

Clarifying Objectives	Unpacking
<p>AH1.H.1.4 <u>Use Historical Research to:</u></p> <ol style="list-style-type: none"> <li>1. Formulate historical questions</li> <li>2. Obtain historical data from a variety of sources</li> <li>3. Support interpretations with historical evidence</li> <li>4. Construct analytical essays using historical evidence to support arguments.</li> </ol>	<p>What does this standard mean a student will understand, know and be able to do?</p> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• <i>Historical inquiry</i>, the research or investigation of change over time, often begins with a historical question.</li> <li>• <i>Historical inquiry</i> is the process of studying history that includes questioning, forming hypotheses, analyzing evidence, and creating arguments in order to test hypotheses of past events.</li> <li>• <i>Historical inquiry</i> requires the acquisition and analysis of historical data and documents beyond the classroom textbook.</li> <li>• <i>Historical inquiry</i> allows one to analyze preexisting interpretations, to raise new questions about an historical event, to investigate the perspectives of those whose</li> </ul>

voices do not appear in the textbook accounts, or to investigate an issue that the textbook largely or in part bypassed

- Citations for historical research often involve a specific style appropriate to the discipline.

**For example:** Turabian is often used in historical research, while MLA is often used in research related to literature and APA is often appropriate for economics, psychology, and sociology.

**The student will be able to:**

- Formulate historical questions as a result of encounters with historical documents.
- Interpret historical data, construct reasoned arguments and draw conclusions using historical evidence collected from a variety of sources.

**For example:** Sources include, but are not limited to, library and museum collections, historic sites, historical photos, journals, diaries, eyewitness accounts, newspapers, documentary films, oral testimony from living witnesses, censuses, tax records, city directories, statistical compilations, and economic indicators.

- Create analytical essays that demonstrate historical interpretations, analysis, conclusions, and supporting evidence from a variety of sources.
- Follow a methodical process to facilitate historical inquiry.
- Make appropriate citations based on historiography.

**Key Terminology:**

- **Quantitative Analysis** – the examination of measurable and verifiable data such as earnings, revenue, population, movement, trade, etc. Quantitative analysis is used to explore such topics as migration patterns, changes in the economy, wealth distribution, changes in family size and composition, etc.
- **Qualitative Analysis** – the examination of non-measurable data such as reputation,

image, feelings, beliefs, values, etc. Quantitative analysis is used to explore such topics as a person or group’s feelings about a government or judicial decision, a president’s image or the beliefs about reasons justifying war, etc.

## History

### Essential Standard:

**AH1.H.2 Analyze key political, economic and social turning points in United States History using historical thinking.**

**Concept(s): Turning Points, Historical Thinking, Cause and Effect**

### Clarifying Objectives

**AH1.H.2.1** Analyze key political, economic, and social turning points from colonization through Reconstruction in terms of causes and effects (e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions, etc.).

### Unpacking

What does this standard mean a student will understand, know and be able to do?

#### The student will understand:

- Turning points are key events that often mark significant historical, geographical, political, economic, or social change.
- Turning points are often the result of multiple causes and related effects.
- Events are often recognized as turning points through historical reflection and analysis.

#### The student will know:

- The chronological narrative of a nation can be examined as a series of interconnected historical turning points.
- Historical turning points are key moments from the past which typically occur for multiple reasons, such as conflict, legislation, political elections, court cases, technological innovations, leadership decisions, or social movements, and ultimately produce a significant amount of change.
- Examples of key turning points from colonization through Reconstruction and their multiple causations and effects.

**For example:** How and why the tone and outcome of certain presidential campaigns and elections significantly changed American politics and society (e.g., [1796](#), [1800](#), [1824](#), [1828](#), [1860](#) and [1876](#)) (Frequent and free elections in a representative government)

**The student will be able to:**

- Use the process of historical inquiry to identify and explore key turning points from colonization through Reconstruction.
- Use multiple perspectives to analyze past events.

## History

**Essential Standard:**

**AH1.H.2 Analyze key political, economic and social turning points in United States History using historical thinking.**

**Concept(s):** Turning Points, Historical Thinking

**Clarifying Objectives**

AH1.H.2.2 Evaluate key turning points from colonization through Reconstruction in terms of their lasting impact (e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions, etc.).

**Unpacking**

What does this standard mean a student will understand, know and be able to do?

**The student will understand:**

- Turning points may have impacts over large periods of time and relevance to contemporary events, problems and issues.
- The evaluation of key turning points is often value-laden and may create opportunities to consider moral convictions and actions taken by individuals and groups in the past.

**The student will know:**

- Historical events are evaluated based on a clear set of criteria.
- Reasons why and ways in which turning points have impacted the course of American social, political, and economic progress. (Private property rights,

individual rights, individual responsibility, inalienable rights of the people)

- Examples of key turning points through the end of Reconstruction and the extent to which they impacted American society, history, and culture. (Private property rights, individual rights, individual responsibility, inalienable rights of the people)

**Key Terminology:**

- **Watershed** – A critical point that marks a division or a change of course; a turning point. It is oftentimes an event marking a unique or important historical change of course or one on which important developments depend.

## History

### Essential Standard:

**AH1.H.3 Understand the factors that led to exploration, settlement, movement, and expansion and their impact on United States development over time.**

**Concept(s): Exploration, Settlement, Movement, Expansion, Conflict, Religion**

### Clarifying Objectives

AH1.H.3.1 Analyze how economic, political, social, military and religious factors influenced European exploration and American colonial settlement (e.g., Reformation, mercantilism, improvements in navigation technology, colonization, defeat of Spanish Armada, Great Awakening, etc.).

### Unpacking

What does this standard mean a student will understand, know and be able to do?

#### The student will understand:

- Nations and individuals motivated by power, wealth, and a desire for resources may experience exploration and settlement from different perspectives.
- Individuals and groups are sometimes motivated to relocate and take risks in order to improve their quality of life.
- A nation may choose to colonize other regions of the world to expand its economic and political power.
- Expansion and colonization may result in conflict between peoples.

- Regions may experience differences in economic growth, political systems, and social structures due to geographic and cultural diversity.

**The student will know:**

- How the [Protestant Reformation](#) impacted European exploration and settlement of North America.
- How the global imperial conflict between Britain, France and Spain impacted European exploration and settlement of North America.
- How the system of [mercantilism](#) factored into European exploration and American colonial settlement.
- How the political revolutions (e.g., [Glorious Revolution](#)) impacted European exploration and the political organization of the colonies.
- How the social and religious movements (e.g., [Great Awakening](#)) impacted religions in the colonies, family and educational practices.
- How and to what extent specific factors such as commerce/mercantilism, religion, geographic setting, population diversity, and cultural perspectives helped lead to the political, social and economic development of North American colonies.

**Key Terminology:**

- **Pluralism** – a theory that there is more than one basic substance, belief or principle.
- **Religious Pluralism** - Religious pluralism is a set of worldviews that stands on the premise that one religion is not the sole exclusive source of values, truths, and supreme deity. It is the acceptance of various religions.
- **Religious Factors** – a collection of attitudes, circumstances or resources that contribute to beliefs and practices of a religion.
- **Political Factors** - activities related to government policy and its administrative practices that can have effects on many areas of a society. For example, most

education and health organizations and institutions may keep a watchful eye on a political factor, such as new legislation or regulatory shifts, which could have a substantial impact on policies that are implemented.

- **Political Relationship** - Social relations involving plans to gain authority or power.
- **Economic Relationship** - Cooperation in trade, finance, and investment existing between individual states, businesses, countries and sets of countries, etc.

## History

### Essential Standard:

**AH1.H.3 Understand the factors that led to exploration, settlement, movement, and expansion and their impact on United States development over time.**

**Concept(s): Exploration, Settlement, Movement, Expansion, Government**

### Clarifying Objectives

AH1.H.3.2 Explain how environmental, cultural and economic factors influenced the patterns of migration and settlement within the U.S. before the Civil War (e.g., economic diversity of regions, mercantilism, cash crops, triangular trade, ethnic diversity, American Indian beliefs about land ownership, Lewis & Clark expedition, farming, Industrial Revolution, etc.).

### Unpacking

What does this standard mean a student will understand, know and be able to do?

#### The student will understand:

- Individuals and groups are sometimes motivated to relocate and take risks in order to improve their quality of life.
- Diverse individuals and groups that settle into a particular region shape the cultural identity of that region.
- Geographic factors can drive the migration, settlement and cultural development within a region.
- Government policy can promote and direct the migration and settlement of people.

#### The student will know:

- How economic factors influenced the settlement and development of the European colonies in North America (e.g., [the enclosure movement](#), [joint-stock companies](#), [headright system](#), “[Triangular](#)” [trade](#) and the growth of cash crops, [Navigation Acts](#), [French settlement and exploration](#), [Spanish settlement and exploration](#)).
- How environmental factors, such as topography, climate variations and disease,

influenced the settlement and development of the European colonies in North America.

- How cultural factors influenced the settlement and development of the European colonies in North America
- How the [13 English colonies](#) differed from each other and from other European colonies in North America.
- How colonial and post-revolutionary government policies and action influenced the patterns of migration and settlement along the Western frontier (e.g., [Proclamation of 1763](#), [Land Ordinance of 1785](#), [Northwest Ordinance of 1787](#), [Louisiana Purchase/Lewis and Clark Expedition](#), [Mexican War](#), [Gadsden Purchase](#), [Kansas-Nebraska Act](#), [Homestead Act](#)).
- How and to what extent the Industrial/Market Revolution impacted patterns of migration and settlement in the 19<sup>th</sup> Century.
- How and to what extent the westward movement and settlement of European colonists and United States citizens impacted the culture and movement of diverse American Indians groups.
- How and to what extent the development of new technologies impacted patterns of migration and settlement from the colonial era to Reconstruction (e.g., [Conestoga wagons](#), [highways](#), [canals](#), [steamships](#), [railroads](#))
- How and to what extent the westward expansion of the United States influenced the [spread of slavery](#).
- How and to what extent the [Underground Railroad](#) influenced the migration of slaves to free communities in the North before the Civil War.
- How and to what extent the onset of freedom impacted the movement of African

Americans within and out of the South during [Reconstruction](#).

**Key Terminology:**

- **Cultural Pluralism** - a condition in which many groups and cultures coexist and participate within a society and maintain their cultural differences.
- **Economic Factors** – the basic elements affecting financial matters such as labor, interest rates, government policy, management and taxation.

## History

### Essential Standard:

**AH1.H.3 Understand the factors that led to exploration, settlement, movement, and expansion and their impact on United States development over time.**

**Concept(s):** Exploration, Settlement, Movement, Expansion, Diversity, Prejudice, Migration

### Clarifying Objectives

AH1.H.3.3 Explain the roles of various racial and ethnic groups in settlement and expansion through Reconstruction and the consequences for those groups (e.g., Germans, Scotch-Irish, Africans, American Indian Indians, Irish, Chinese, etc.).

### Unpacking

What does this standard mean a student will understand, know and be able to do?

**The student will understand:**

- The movement of racial and ethnic groups within a nation often contributes to the transformation of a nation’s borders and demographic characteristics.
- While expansion and settlement may offer opportunities for various groups, it may also lead to conflict and ethnic tensions.

**The student will know:**

- The evolution of slavery within colonial North America (including Spanish and French possessions) and the United States between the 16<sup>th</sup> and mid 19<sup>th</sup> centuries.
- How, why and to what extent early English colonies relied on [African slave labor](#) to survive and prosper.
- How various groups of American Indians influenced the settlement and expansion of the European colonies and the United States frontier.

- How, why and to what extent various groups of people took the opportunity to move westward during the 19<sup>th</sup> Century territorial expansion of the United States (e.g. [Mormons](#), [Forty-niners](#), [Homesteaders](#)).
- To what extent the nation's territorial expansion westward led to cultural diffusion and conflict between various groups (e.g., [Forty-niners](#), [Mormons](#), [homesteaders](#), [American Indians](#), African freedmen, [Asian immigrants](#) and Mexicans).
- How various racial and ethnic groups aided in the industrial and agricultural expansion of the United States.
- The extent to which various racial and ethnic groups who aided the settlement and expansion of the United States were either accepted or discriminated against (e.g., Scots-Irish, Irish, German, Chinese, Japanese).
- How and to what extent the westward expansion of the United States influenced the spread of slavery.
- How and why diverse groups of American Indians were forced to the Great Plains and eventually reservations by the mid-19<sup>th</sup> Century and how that movement impacted different native cultures.

# History

## Essential Standard:

AH1.H.3 Understand the factors that led to exploration, settlement, movement, and expansion and their impact on United States development over time.

Concept(s): Exploration, Settlement, Movement, Expansion, Migration, Diversity

## Clarifying Objectives

AH1.H.3.4 Analyze voluntary and involuntary immigration trends through Reconstruction in terms of causes, regions of origin and destination, cultural contributions, and public and governmental response (e.g., Puritans, Pilgrims, American Indians, Quakers, Scotch-Irish, Chinese, Africans, indentured servants, slavery, Middle Passage, farming, ideas of the Enlightenment, etc.).

## Unpacking

What does this standard mean a student will understand, know and be able to do?

### The student will understand:

- Technological innovations and industrial development may encourage migration, urban development, and ethnic diversity.
- Immigrants may be challenged by economic hardship, poor living conditions and discrimination.
- Forces that push or pull various groups of people to move may factor into the cultural and economic development of a particular place or region.
- Public responses to immigration may influence government policies.
- Diverse groups of immigrants can contribute to the cultural, social, economic and political development of a nation.

### The student will know:

- How and why various religious and/or ethnic groups immigrated to the colonies and the United States (e.g., [Puritans](#), [Pilgrims](#), [Quakers](#), [Jews](#), [Africans](#), [Germans](#) and [Irish Catholics](#)).
- How and to what extent various religious and/or ethnic groups immigrated and contributed to the culture of a particular place or region (e.g., [Quakers in Pennsylvania](#), [Puritans in New England](#), [Scots-Irish](#) and [Moravians](#) in North Carolina, [Chinese in San Francisco](#), [African slaves](#) in South Carolina).

- How [indentured servitude](#) worked and the extent to which it impacted the economic, social and political development of various places and regions and contributed to the [rise of African slavery](#) on the east coast.
- How and why the “[triangular trade](#)” promoted the enslavement of West Africans in the New World.
- How and why various types of innovations and industrial developments led to the movement of and interactions between people.
- How and to what extent various groups of immigrants were subjected to political and economic discrimination and cultural stereotypes.(e.g., [nativism](#), Order of the Star-Spangled Banner, [Know-Nothings](#), [Thomas Nast](#) and Harper’s Weekly cartoons, “[Forty-Eighters](#)”, [Naturalization Act of 1870](#)).

## History

### Essential Standard:

**AH1.H.4 Analyze how conflict and compromise have shaped politics, economics and culture in the United States.**

**Concept(s): Conflict, Compromise, Sectionalism, Power**

### Clarifying Objectives

AH1.H.4.1 Analyze the political issues and conflicts that impacted the United States through Reconstruction and the compromises that resulted (e.g., American Revolution, Constitutional Convention, Bill of Rights, development of political parties, nullification, slavery, states’ rights, Civil War).

### Unpacking

What does this standard mean a student will understand, know and be able to do?

#### The student will understand:

- Political relationships can transform the domestic and foreign affairs between people and/or nations.
- A government founded on the division of power and authority may experience internal and external debates that can lead to conflict and/or compromise.
- A leader’s response to issues can result in political conflict or compromise.

- Governmental policies and actions that promote national growth and expansion can create sectional tension and political debate.
- In a democracy, rule of law influences the behavior of citizens, establishes procedures for making policies, and limits the power of government. (Rule of law, structure of government, due process, individual responsibility)
- Equal protection of the law promotes equal treatment as an element of fundamental fairness and may prevent discrimination by government institutions. (Rule of law, equal protection, equal justice under the law, due process, individual rights)

**The student will know**

- To what extent self-government and English colonial policy led to conflict and a desire for independence by the colonists.
- How and why the political relationship between the colonists and England changed after the [French and Indian War](#).
- How the structure, powers and authority of a new federal government under the [Articles of Confederation](#) led to political conflict and their eventual replacement by the [U.S. Constitution](#). (Structure of government)
- How various opinions over the nature of *republicanism* impacted the debates of the Constitutional Convention and the ratification of the [United States Constitution](#) and the adoption of the [Bill of Rights](#) (e.g., [James Madison's notes](#) on the Convention, the [Virginia Plan](#), the [New Jersey Plan](#), [Federalist Papers](#), John Adams & Thomas Jefferson correspondence, [Bill of Rights](#)). (structure of government, federalism, Bill of Rights)
- The nature and purpose of the federal system as envisioned by the Founders and implemented to 1877 as a means to protect or impede rights and ensure accountability. (structure of government, federalism, individual rights, individual responsibilities, equal justice under the law, due process, inalienable rights)

- How differences in opinion over the power and authority of the national government led to the creation, development, and evolution of American political parties and their platforms. ([Structure of government, federalism](#))
- How United States presidents and their administrations encountered specific internal and external conflicts (e.g., debates over the role of government, the rights and responsibilities of citizens, and the distribution of power among and between various institutions). ([Structure of government, separation of powers with checks and balances, individual rights, individual responsibilities, federalism](#))
- How, why, and to what extent executive, judicial and legislative decisions and constitutional amendments may have increased the power and authority of the federal government (e.g., the [Connecticut Compromise](#), the [Judiciary Act of 1789](#), [Marbury v. Madison](#), the [Louisiana Purchase](#), the [Monroe Doctrine](#), the [“Emancipation Proclamation”](#), [13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments](#), and the [Compromise of 1877](#)). ([Structure of government, separation of powers with checks and balances, federalism](#))
- How, why, and to what extent executive, judicial and legislative decisions may have increased sectional tension within the United States (e.g., the [Three-Fifths Compromise](#), the [Alien and Sedition Acts of 1798](#), the [Missouri Compromise](#), the [Tariff of 1828](#), the [Compromise of 1850](#), the [Fugitive Slave Act](#), the [Kansas-Nebraska Act](#) and the [Dred Scott decision](#)). ([Structure of government, separation of powers with checks and balances, federalism](#))
- How and to what extent the failure of political compromises over the expansion of slavery contributed to the onset of the [Civil War](#). ([Inalienable rights, Equal justice under the law, private property rights, federalism](#))
- How and why the tone and outcome of certain presidential campaigns and elections significantly changed American politics and society (e.g., [1796](#), [1800](#), [1824](#), [1828](#), [1860](#) and [1876](#)) ([Frequent and free elections in a representative government](#))
- How political scandals influenced various presidencies and the political

development of the nation (e.g., [Andrew Jackson](#), [Andrew Johnson](#) and [Ulysses S. Grant](#)). (Rule of law)

- How and why Reconstruction [ended](#) and how it impacted various groups politically and economically (e.g., [scalawags](#), [carpetbaggers](#) and [African Americans](#)). (Free elections in a representative government, inalienable rights, equal justice under the law, private property rights, federalism, due process, individual rights, individual responsibility)
- Ways in which the federal system provides numerous opportunities for citizens to hold their governments accountable. (Structure of government, federalism)
- Ways in which federalism is designed to protect individual rights to life, liberty, and property and how it has at times made it possible for states to deny the rights of certain groups, e.g., states' rights and slavery, denial of suffrage to women and minority groups. (Federalism, individual rights, individual responsibilities, equal justice under the law, due process, inalienable rights)

**Key Terminology:**

- **Founding Principles** - The constitutional values and principles held by Americans that provide the foundation for American attitudes regarding political life. These principles have influenced the development and maintenance of American constitutional democracy.
- **Founding Principles Act** – Act of the North Carolina Legislature which mandates instruction in specific principles of American government and civic life. This act is available here: <http://www.ncleg.net/Sessions/2011/Bills/House/PDF/H588v1.pdf> .
- **Political Issues** - are matters, which directly or indirectly affect a system involving government and its politics and are considered to be problems and controversies related to power and authority.
- **Political Relationship** - Social relations involving plans to gain authority or power.

# History

## Essential Standard:

AH1.H.4 Analyze how conflict and compromise have shaped politics, economics and culture in the United States.

Concept(s): Conflict, Compromise, Sectionalism, Economic Policy

### Clarifying Objectives

AH1.H.4.2 Analyze the economic issues and conflicts that impacted the United States through Reconstruction and the compromises that resulted (e.g., mercantilism, Revolutionary Era taxation, National Bank, taxes, tariffs, territorial expansion, economic “Panics”, Civil War).

### Unpacking

What does this standard mean a student will understand, know and be able to do?

#### The student will understand:

- Relationships between individuals, groups and nations may change as economic circumstances change.
- While a nation’s economic development and policies may encourage national growth, these policies may also lead to sectional tensions.
- As a nation prospers and grows, economic opportunities may increase for some individuals, groups, and regions, while decreasing for others.
- An economy’s cyclical nature may encourage or challenge the quality of life and opportunity of individuals, groups, regions, and nations.

#### The student will know:

- How the ideals of [mercantilism](#) guided the economic development of the colonies, as well as their relationship with Great Britain.
- How and why the economic relationship between Great Britain and its colonies changed after the French and Indian War.
- How and to what extent various colonists protested British economic policies leading up to the American Revolution.
- How the conflict between the [Jeffersonian](#) and [Hamiltonian](#) visions of

America was resolved.

- How the adoption of [Alexander Hamilton's financial plan](#) impacted the political and economic development of the United States.
- How and to what extent “the [American System](#)” impacted the economic, political and social development of the United States.
- How the development of the American industrial sector, new innovations and the expansion of markets impacted regional (North, South, West) economies before the Civil War.
- How the development of the American agricultural sector varied by region leading up to the Civil War and the consequences of that variation (e.g., southern plantations, subsistence farms and western agriculture).
- How and to what extent the national government's economic policy on behalf of a national bank and tariffs contributed to sectional tension and state's rights debates leading up to the Civil War. (Federalism)
- How and why the nation's territorial expansion westward and its belief in [Manifest Destiny](#) had both national and sectional economic consequences. (Federalism)
- How and why national economic panics originated and impacted the political, social and cultural development of the United States. (e.g., Panic of [1819](#), [1837](#), [1857](#), [1873](#))
- Reasons why the Constitution's overall design and specific features were intended to place limitations on both national and state governments e.g., states cannot restrict interstate commerce. (Structure of government, separation of powers with checks and balances, federalism)

	<p><b>Key Terminology:</b></p> <ul style="list-style-type: none"> <li>• <b>Economic Issues</b> - are matters, which directly or indirectly affect the distribution of intellectual and material resources in a society.</li> <li>• <b>Economic Relationship</b> - Cooperation in trade, finance, and investment existing between individual states, businesses, countries and sets of countries, etc.</li> </ul>
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**History**

**Essential Standard:**  
**AH1.H.4 Analyze how conflict and compromise have shaped politics, economics and culture in the United States.**

**Concept(s): Conflict, Compromise, Diversity, Reform, Religion**

<b>Clarifying Objectives</b>	<b>Unpacking</b> What does this standard mean a student will understand, know and be able to do?
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<p>AH1.H.4.3 Analyze the social and religious conflicts, movements and reforms that affected the United States from colonization through Reconstruction in terms of participants, strategies, opposition, and results (e.g., Second Great Awakening, Transcendentalism, abolition, temperance, mental illness, prisons, education, etc.).</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• The desire for self-improvement and protection of the general welfare of all individuals and groups in a nation can encourage people to seek reforms that improve society. (<u>Individual responsibility</u>)</li> <li>• Movements for change and reform often become necessary when the relationship between a nation and its ideals are conflicting.</li> <li>• A society’s social and religious practices may drive movements for reform, which may lead to conflicts over social norms.</li> <li>• The strategies used to pursue reform produce various degrees of success and opposition.</li> <li>• Equal protection of the law ideally promotes equal treatment as an element of fundamental fairness and prohibits discrimination by government institutions. (<u>Inalienable rights, equal protection under the law, individual rights, due process</u>)</li> </ul>
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- Diverse groups may find unity while fighting to protect individual and inalienable rights. (Inalienable rights, equal protection under the law, individual rights, due process)

**The student will know:**

- How and why individuals and groups were inspired by religious values and political ideals to lead and participate in social reform movements in the United States before the Civil War. (Inalienable rights, equal protection under the law, individual rights, due process)
- How and to what extent economic change influenced the development of major social reform movements in the colonial era and in the United States.
- How and to what extent the [Second Great Awakening](#) influenced the onset of 19<sup>th</sup> Century social reform movements in the United States. (Individual rights)
- The significance of the [abolitionist movement](#) in the United States through the contributions of major leaders and participants, their strategies and opposition, and the results of their efforts by the end of Reconstruction (e.g., [Quakers](#), [Frederick Douglass](#), [William Lloyd Garrison](#), [Sojourner Truth](#), pamphlets, newspapers, speeches and [American Anti-Slavery Society](#)). (Inalienable rights, equal protection under the law, individual rights, due process)
- The significance of the women’s rights movement in the United States through the contributions of major leaders and participants, their strategies and opposition, and the results of their efforts by the end of Reconstruction (e.g., [Elizabeth Cady Stanton](#), [Lucretia Mott](#), [Seneca Falls Convention](#), [Susan B. Anthony](#) and [Lucy Stone](#)). (Inalienable rights, equal protection under the law, individual rights, due process)
- The significance and consequences of other major reform movements in the United States, such as asylum/mental illness reform, prison reform, labor reform, education reform and temperance through the contributions of major leaders and participants,

their strategies and opposition, and the results of their efforts by the end of Reconstruction (e.g., [Horace Mann](#), [Dorothea Dix](#) and “[Memorial to the Legislature of Massachusetts](#)”). (Inalienable rights, equal protection under the law, individual rights, due process)

- How and why ideal utopian communities formed in the early 19<sup>th</sup> century and their implications for American culture and society (e.g., [Brook Farm](#), [Oneida Community](#), [Shakers](#) and [New Harmony](#)). (Inalienable rights, equal protection under the law, individual rights)
- To what extent newly freed African Americans were allowed freedom and equal citizenship. (Inalienable rights, equal protection under the law, individual rights, due process, free elections in a representative government)

## History

### Essential Standard:

AH1.H.4 Analyze how conflict and compromise have shaped politics, economics and culture in the United States.

Concept(s): Conflict, Compromise, Discrimination, Culture

### Clarifying Objectives

### Unpacking

What does this standard mean a student will understand, know and be able to do?

AH1.H.4.4 Analyze the cultural conflicts that impacted the United States through Reconstruction and the compromises that resulted (e.g., displacement of American Indians, Manifest Destiny, slavery, assimilation, nativism).

**The student will understand:**

- Cultural diffusion may come at the expense of cultural traditions.
- Cultural diversity derived from religious, ethnic, geographic and class difference may create conflict.
- Shared experiences among diverse groups may shape national identity.
- Art, literature and music often reflect a region or nation's interests, values and conflicts.
- As nations expand and become more diverse, serious conflict may arise over cultural differences.

**The student will know:**

- How European attempts at empire in North America led to cultural diffusion and conflict between various groups leading up to the American Revolution.
- How and to what extent European colonists, American Indians, and Africans adapted their cultures and institutions to define a new American culture.
- How and to what extent revolutionary spirit and independence influenced various cultural groups and defined what it meant to be an American. (Inalienable rights)
- How and to what extent the Market/Industrial Revolution influenced various cultural groups (e.g., cottage industry v. factory system, [American system](#) and the [Lowell system](#)).
- How and to what extent the [Second Great Awakening](#) influenced various cultural groups (e.g., reform movements, revivalism and camp meetings). (Individual rights as set forth in the Bill of Rights)
- How, why and to what extent the ideals of American womanhood changed from

“[republican motherhood](#)” at the time of the American Revolution to the “[cult of domesticity](#)” at the start of the Civil War and how it contributed to the development of the suffrage movement.

- The evolution of colonial relationships and government policies between diverse American Indian and European cultures and how such relationships and policies affected both American and American Indian cultures.
- How and why cultural conflicts became open rebellions (e.g., [Bacon’s Rebellion](#), [King Phillip’s War](#), [Pontiac’s Rebellion](#), [the Salem Witch Trials](#), the [Regulator Movement](#), [Shay’s Rebellion](#), [Whiskey Rebellion](#), [Texas Revolution](#), and [Nat Turner’s Rebellion](#)) and the extent such rebellions impacted the development of various places before the Civil War.
- How the belief in “[Manifest Destiny](#)” and the nation’s territorial expansion westward led to cultural diffusion and conflict between various groups (e.g., [Forty-niners](#), [Mormons](#), [homesteaders](#), [American Indians](#), African freedmen, [Chinese](#), [Japanese](#), [immigrants](#) and Mexicans). (Federalism)
- How [nativism](#) and anti-immigrant behaviors influenced various groups of immigrants (e.g., Scots-Irish, Irish, German, Chinese, and Japanese) in the United States before the Civil War.
- How and why American society of the 19<sup>th</sup> century developed a distinctive urban popular culture (e.g., boxing, performing arts and minstrel shows).
- How the institution of slavery impacted the antebellum lives and cultures of those who were enslaved (e.g., [the slave trade](#), [plantation division of labor](#), effects on [enslaved women and men](#), slave [religion](#) and folklore, [family life](#) and [slave rebellions](#)). (Inalienable rights, equal justice under the law, private property rights, due process)
- How the institution of slavery impacted the antebellum lives, cultures and perspectives of those who were free (e.g. free blacks, plantation owners, southern

farmers, northern laborers and western settlers). (Inalienable rights, equal justice under the law, private property rights, due process)

- The social and cultural effects of the Reconstruction period, and specifically [Radical Reconstruction](#), on newly freed African Americans and the United States. (Inalienable rights, equal justice under the law, private property rights, due process)
- How and why American art, literature, and music reflected and impacted national and regional interests, values and/or conflicts (e.g., [Romanticism](#), [transcendentalism](#), [Philip Freneau](#), the Knickerbockers, [Nathaniel Hawthorne](#) and [Walt Whitman](#)).

## History

### Essential Standard:

AH1.H.5 Understand how tensions between freedom, equality and power have shaped the political, economic and social development of the United States.

Concept(s): Freedom, Equality, Power, Diversity, Change

### Clarifying Objectives

AH1.H.5.1 Summarize how the philosophical, ideological and/or religious views on freedom and equality contributed to the development of American political and economic systems through Reconstruction (e.g., natural rights, First Great Awakening, Declaration of Independence, transcendentalism, suffrage, abolition, “slavery as a peculiar institution”, etc.).

### Unpacking

What does this standard mean a student will understand, know and be able to do?

#### The student will understand:

- Diverse groups of people may have to agree upon shared values and principles in order to form and maintain a viable political and economic system.
- A nation may agree on values and principles philosophically, but disagree on the practical political and economic application of those same values and principles.
- Governments are often organized with a framework designed to address issues, needs, or desires of individuals or groups within a society. (Structure of government)
- The ideological and philosophical views of leaders can affect societal, economic, and political change that may promote or impede freedom and equality. (Due process)

#### The student will know:

- How and to what extent colonial rights and privileges as Englishmen, influenced the development of colonial political institutions (e.g., the [Magna Carta](#), English Common Law, and the [English Bill of Rights](#)). (Inalienable rights)
- How, why and to what extent British colonies encouraged religious freedom and tolerance (e.g., Massachusetts Bay, Rhode Island, Virginia, Maryland, and Pennsylvania). (Connections can be made to the eventual creation of the Bill of Rights which recognized basic individual rights)

- How and why the [Great Awakening](#) encouraged individualism and personal judgment, revivalism and religious tolerance. (Connections can be made to the eventual creation of the Bill of Rights which recognized basic individual rights)
- How British colonists began to express and share ideas about liberty and independence leading up to the American Revolution (e.g., [John Dickinson](#), [Samuel Adams](#), [Paul Revere](#), and [Committees of Correspondence](#)). (Inalienable rights)
- How and why Adam Smith and [The Wealth of Nations](#) impacted the creation and development of the United States as a capitalistic and mixed market society.
- How, why and to what extent European enlightened philosophers and their writings, such as John Locke and the [Two Treatises of Government](#), impacted the creation and development of the United States as a democratic republic. (Inalienable rights, make connections to rule of Law)
- How and why the [Bill of Rights](#) was added to the United States Constitution. (Federalism, private property rights, individual rights as set forth in the Bill of Rights)
- How and why the northern emancipation of slaves and the southern “peculiar institution” of slavery affected the political and economic systems of the United States. (Federalism, equal justice under the law, rule of law, private property rights, individual rights as set forth in the Bill of Rights, individual responsibility, due process)
- How social reform movements for freedom and equality, such as women’s rights and abolition, impacted the development and platforms of American political parties (e.g., [Jacksonian-Democrats](#), [Whigs](#) and [Republicans](#)). (Federalism, equal justice under the law, rule of law, private property rights, individual rights as set forth in the Bill of Rights, individual responsibility, due process, inalienable rights)
- How and to what extent the adoption of the [13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments](#) to the

United States Constitution impacted the freedom and equality of African American men. (Federalism, equal justice under the law, rule of law, private property rights, individual rights as set forth in the Bill of Rights, individual responsibility, due process, inalienable rights, free elections in a representative government)

- How and to what extent beliefs concerning Manifest Destiny and westward expansion impacted the United States.
- How and to what extent the settlement of Texas was impacted by philosophical and ideological beliefs.
- How and to what extent the philosophical underpinnings of nullification and secessionism affected the social, political, and economic system of the United States.

**Key Terminology:**

- **Philosophical Theories** - The theories and ideas that shaped the development of intellectual philosophies and spanned many popular political, social and economic debates. The point of a theory is to explain observations, which in turn seek to explain the world or society in which we live.

**History**

**Essential Standard:**

**AH1.H.5 Understand how tensions between freedom, equality and power have shaped the political, economic and social development of the United States.**

**Concept(s): Freedom, Equality, Power, Authority, Sectionalism**

**Clarifying Objectives**

AH1.H.5.2 Explain how judicial, legislative and executive actions have affected the distribution of power between levels of government from

**Unpacking**

What does this standard mean a student will understand, know and be able to do?

**The student will understand:**

- Perceptions of power and authority can lead to tension and conflict and may result in changing roles of governments within a nation.

colonization through Reconstruction (e.g., the Marshall Court, Jacksonian era, nullification, secession, etc.).

- The division of power between state and national governments often result in conflicts over power, authority and how to best govern.
- Governments may be modified in response to political, social, and economic issues.
- The distribution of power and authority may change during times of tension and conflict. (Structure of government, separation of powers with checks and balances)

**The student will know:**

- How the political organization of the royal colonies around a royal governor, councils and assemblies affected the distribution of power between the colonists and Great Britain.
- How the actions and legislation of the British monarch and Parliament after the French and Indian War led to the American Revolution and independence.
- How the creation and implementation of the *Articles of Confederation* affected the distribution of power between the states and with the new national government and led to calls for reform. (structure of government, federalism).
- How the creation and implementation of the *United States Constitution* affected the distribution of power and authority between the states and with the new national government. (Structure of government, separation of powers with checks and balances, federalism)
- How, why and to what extent the leadership and presidency of George Washington established a stronger national government (e.g., Hamiltonian policy, Whiskey Rebellion). (Structure of government, separation of powers with checks and balances)
- How the early decisions of Chief Justice [John Marshall](#) and the United States Supreme Court increased the power and authority of the national government. (Structure of government, separation of powers with checks and balances)

- How political platforms, campaigns and elections impacted the distribution of power within the institutions of national government and between the states and nation (e.g., elections and campaigns of [1796](#), [1800](#), [1824](#), [1828](#), [1860](#), [Whig](#), [Free-Soil](#), Democratic and Republican platforms). (Structure of government, separation of powers with checks and balances, federalism, frequent and free elections in a representative government)
- How, why, and to what extent executive, judicial and legislative decisions and constitutional amendments may have increased the power and authority of the federal government (e.g., [Connecticut Compromise](#), the [Judiciary Act of 1789](#), [Marbury v. Madison](#), the [Louisiana Purchase](#), the [Monroe Doctrine](#), the “[Emancipation Proclamation](#)”, [13<sup>th</sup>](#), [14<sup>th</sup>](#), and [15<sup>th</sup> Amendments](#), and the [Compromise of 1877](#)). (Structure of government, separation of powers with checks and balances, federalism, due process)
- How, why, and to what extent executive, judicial and legislative decisions may have increased sectional tension within the United States (e.g., the [Three-Fifths Compromise](#), the [Alien and Sedition Acts of 1798](#), the [Missouri Compromise](#), the [Tariff of 1828](#), the [Mexican War](#), the [Compromise of 1850](#), the [Fugitive Slave Act](#), the [Kansas-Nebraska Act](#) and the [Dred Scott decision](#)). (Structure of government, separation of powers with checks and balances, federalism)
- How, why and to what extent the wartime leadership of the executive branch secured the authority of the national government and increased the power of the U.S. Presidency. (Structure of government, separation of powers with checks and balances, federalism, due process)
- How the establishment and ultimate cessation of Reconstruction policies and legislation impacted the distribution of power between the southern states and the federal government. (Structure of government, separation of powers with checks and balances)

## History

### Essential Standard:

AH1.H.6 Understand how and why the role of the United States in the world has changed over time.

Concept(s): International Affairs , Foreign Policy, Expansion

### Clarifying Objectives

AH1.H.6.1 Explain how national economic and political interests helped set the direction of United States foreign policy from independence through Reconstruction (e.g., treaties, embargo, tariffs, Proclamation of Neutrality, Monroe Doctrine, etc.).

### Unpacking

What does this standard mean a student will understand, know and be able to do?

#### The student will understand:

- Economic and political interests can guide a nation’s foreign policy.
- Foreign policy guidelines and international agreements may encourage domestic economic development and enable national security.

#### The student will know:

- How, why and to what extent the early republic struggled to adhere to a foreign policy of isolationism and neutrality, especially in the wake of the [French Revolution](#).
- How and to what extent international trade policies and diplomatic agreements, such as embargos, tariffs and treaties shaped the development of foreign policy as well as sectional interests within the United States (e.g., [Jay’s Treaty](#), [Embargo of 1807](#), [Treaty of Ghent](#) and the Tariffs of [1816](#) and [1828](#)).
- To what extent the [Monroe Doctrine](#) secured the nation’s dominant economic and political role in the Western Hemisphere.
- How various diplomatic treaties/agreements enabled westward expansion and economic development (e.g., [Treaty of Greenville](#), [Louisiana Purchase](#), [Adams-Onis Treaty](#), [Treaty of Guadalupe Hidalgo](#) and [Gadsden Purchase](#)).
- How various diplomatic treaties/agreements enabled political security and nationalism (e.g., Treaty of Paris, [Louisiana Purchase](#), [Pinckney’s Treaty](#), [Adams-](#)

[Onis Treaty](#) and [Treaty of Guadalupe Hidalgo](#)).

## History

### Essential Standard:

AH1.H.6 Understand how and why the role of the United States in the world has changed over time.

Concept(s): International Affairs, Foreign Policy

### Clarifying Objectives

AH1.H.6.2 Explain the reasons for involvement in wars prior to Reconstruction and the influence each involvement had on international affairs (e.g., French and Indian War, War of 1812, Mexican War, Civil War)

### Unpacking

What does this standard mean a student will understand, know and be able to do?

#### The student will understand:

- When a nation's economic, political, or cultural interests are threatened it can lead to various degrees of participation in war.
- Wars and their outcomes are often unsettling and can have enduring international consequences for nations and civilians.
- Government policy on war may be driven by national needs relating to isolationism, neutrality, or interventionism.

#### The student will know:

- How and why the competition between imperial powers led to colonial involvement in the [French and Indian War](#).
- How and why more strict colonial policies by the British government led to colonial discontent, opposition, protest and the American Revolution.
- How the nation's maritime trade interests tested American neutrality and led to undeclared naval wars with foreign states during the early republic.
- How, why and the extent to which maritime rights, European conflicts, and/or territorial expansion led to the [War of 1812](#).

- How and why expansionism and a national belief in [Manifest Destiny](#) led to Indian Wars and the [Mexican War](#).
- How, why and the extent to which the United States [Civil War](#) was an “irrepressible conflict.” (Federalism)
- How the official declarations and public speeches (eg., [Declarations of Secession](#) and the [Cornerstone Speech](#)) reflected southern objections to the direction of domestic policy.
- How, why and the extent to which American wars through Reconstruction affected national power, foreign policy, international affairs and relationships. (Federalism)

## History

### Essential Standard:

**AH1.H.7 Understand the impact of war on American politics, economics, society and culture.**

**Concept(s): War, Power, Expansion, Sectionalism**

### Clarifying Objectives

### Unpacking

What does this standard mean a student will understand, know and be able to do?

AH1.H.7.1 Explain the impact of wars on American politics through Reconstruction (e.g., Issues of taxation without representation, Proclamation of 1763, Proclamation of Neutrality, XYZ Affair, Alien & Sedition Acts, War Hawks, Hartford Convention, slavery Compromises, scalawags, carpetbaggers, etc.).

**The student will understand:**

- War can shape the political decisions of participant and neutral nations.
- A nation's government and its political leaders often assume more authority during periods of conflict, rebellion or warfare.

**The student will know:**

- How the [English Civil Wars](#) and the [Glorious Revolution](#) of the 17<sup>th</sup> Century impacted the political development of the British colonies.
- How and to what extent colonial expansion and various frontier wars with American Indians influenced the political development of the colonies (e.g., [Pequot War](#), [King Philip's War](#) and [Tuscarora War](#)). (Private property rights)
- How and to what extent imperial wars between England, Spain and France impacted the development and expectation of self-government in the British North American colonies.
- How and why British attempts to exert control over its colonies after the French and Indian War led to violent, organized and successful resistance.
- How the outcome of the American Revolution impacted the creation of state constitutions, the [Articles of Confederation](#) and eventually the [United States Constitution](#) and [the Bill of Rights](#).
- How the [French Revolution](#) tested the neutrality and impacted the foreign policy and politics of the United States.
- How imperial conflict between Great Britain and France tested the neutrality of the United States.
- How and why the [War of 1812](#) initially threatened the unity of the United States (e.g., the [Hartford Convention](#)).

	<ul style="list-style-type: none"> <li>• How and why the <a href="#">War of 1812</a> created a stronger national government and sense of nationalism/patriotism among United States citizens.</li> <li>• How and to what extent American participation in and debate over war shaped the development and platforms of national political parties. (Federalism, individual responsibility)</li> <li>• How and why political leaders crafted sectional compromises following the <a href="#">Mexican War</a>.</li> <li>• How and to what extent the secession of southern states impacted Congress and the development of federal policies during the Civil War and Reconstruction. (Federalism)</li> <li>• How, why and to what extent the <a href="#">Civil War</a> and Reconstruction strengthened the power and authority of the national government over the states. (Federalism)</li> <li>• How and to what extent civil liberties were impacted by various wars and conflicts.</li> <li>• How and why political leaders and citizens adopted different tactics and justifications to support or oppose war at different times through Reconstruction.</li> </ul>
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## History

### Essential Standard:

**AH1.H.7 Understand the impact of war on American politics, economics, society and culture.**

**Concept(s): War, Economy**

### Clarifying Objectives

AH1.H.7.2 Explain the impact of wars on the American economy through Reconstruction (e.g., colonial debt, salutary neglect, protective tariffs,

### Unpacking

What does this standard mean a student will understand, know and be able to do?

#### The student will understand:

- Governments and civilians may make economic sacrifices in an effort to support war efforts.

inflation, profiteering, Hamilton's economic plan, embargo, etc.).

- Nation-states may have difficulty financing war efforts and overcoming the economic challenges that results from war.
- Economies may expand during war as a result of military and industrial mobilization.

**The student will know:**

- How the [English Civil Wars](#) and the [Glorious Revolution](#) of the 17<sup>th</sup> Century impacted British economic policy and the economic development of the colonies.
- How a series of European colonial wars between England, France and Spain, culminating with [the French and Indian War](#), impacted British financial policy and the economic development of the British colonies.
- The extent to which colonists had difficulty in financing and winning the American Revolution without outside support (e.g., France, Holland, Spain)
- How and to what extent debt accumulated during the American Revolution threatened the economic development of the new nation under the [Articles of Confederation](#) and the [United States Constitution](#).
- How war between Britain and France impacted American trade and shipping leading up to the [War of 1812](#).
- How wars and conflicts, such as the [War of 1812](#) and [Civil War](#), influenced the development of the nation's industrial base. (Federalism, private property rights)
- How, why and to what extent the outcome of the [Mexican War](#) led to the economic development of the United States and the expansion and settlement of the Western frontier. (Federalism, private property rights, inalienable rights)
- How the United States [Civil War](#) impacted the economies of the northern, southern and western states and territories. (Private property rights, due process)

- How and why tenant farming and [sharecropping](#) prevailed in the South after the Civil War.
- How, why and to what extent the United States involvement in various wars led to economic crisis and panic.

## History

### Essential Standard:

**AH1.H.7 Understand the impact of war on American politics, economics, society and culture.**

**Concept(s): War, Culture**

### Clarifying Objectives

AH1.H.7.3 Explain the impact of wars on American society and culture through Reconstruction (e.g., salutary neglect, slavery, breakup of the plantation system, carpetbaggers, scalawags, KKK, and relocation of American Indians, etc.).

### Unpacking

What does this standard mean a student will understand, know and be able to do?

#### The student will understand:

- Expansion and settlement in the absence of governmental authority, power and law can lead to open cultural conflict and rebellion. (Structure of government, separation of powers with checks and balances)
- Wars between countries of competing ideologies and influence can create societal suspension, anxiety, fear and discrimination.
- The perception of wars and their purpose may help determine the degree of mobilization and participation of a democratic nation and its citizens.
- Culture, as exemplified by art, music, fashion, literature and language, can reflect the national spirit as well as fear and anxiety created by warfare.

#### The student will know:

- How and to what extent imperial wars between England, Spain and France impacted the cultural development and identity of “New World” settlers through the French

and Indian War.

- How and to what extent the [American Revolution](#) and independence transformed the cultures of the British colonies and defined for the first time what it meant to be an American. (Inalienable rights)
- How the [American Revolution](#) split the British colonies into Patriots, Loyalists and those who did not choose sides and the effect of that split on American society and the war.
- How continuous war and conflict between American Indians and the young republic as a result of territorial expansion and migration resulted in forced relocation and assimilation. (Private property rights)
- How, why and to what extent the [War of 1812](#) promoted nationalism and patriotism in the United States.
- How, why, and to what extent [the War of 1812](#) suggested the first signs of significant sectional differences.
- How, why and to what extent the [Mexican War](#) invoked antiwar sentiment and sectionalism in the United States.
- How and why the mobilization, devastation and outcome of the United States [Civil War](#) impacted northern, southern and western societies and culture.
- How and to what extent newly freed African Americans culturally benefited from the political and economic reconstruction of the South
- How wars impacted the roles, responsibilities and perceptions of women in American society through [Reconstruction](#).
- How wars impacted the perceptions of immigrants on the part of native-born Americans from the early republic through Reconstruction.

- How and to what extent nationalism, patriotism and participation in warfare was reflected in American art, literature, music and language.

## History

### Essential Standard:

**AH1.H.8 Analyze the relationship between progress, crisis and the “American Dream” within the United States.**

**Concept(s): Progress, Crisis, “the American Dream”, Economy, Sectionalism**

### Clarifying Objectives

AH1.H.8.1 Analyze the relationship between innovation, economic development, progress and various perceptions of the “American Dream” through Reconstruction (e.g., inventions, Industrial Revolution, American System, etc.).

### Unpacking

What does this standard mean a student will understand, know and be able to do?

#### The student will understand:

- Individual risks, aspirations and ingenuity often lead to innovation, economic development and progress.
- Governments may create policies that encourage economic growth and development that encourage people to pursue an improved quality of life. .
- Innovations that allow individuals to pursue an improved quality of life may also lead to challenges to the quality of life of others.

#### The student will know:

- The meaning of the phrase “the American Dream” and how that may have changed over time.
- How the 17<sup>th</sup> and early 18<sup>th</sup> century growth of cash crops, colonial land policies and indentured or enslaved labor led to the economic development of the plantation system and a landed gentry in the South.
- How the 17<sup>th</sup> and early 18<sup>th</sup> century growth of commerce, shipbuilding and commercial agriculture encouraged materialism and economic development in New England.

- How the 17<sup>th</sup> and early 18<sup>th</sup> century growth of commerce, colonial land policies, and surplus agriculture led to the cultural diversity and economic development of the Middle Colonies.
- How the system of [mercantilism](#) led to “[Triangular Trade](#)” and the economic development of Great Britain and the colonies.
- How the advancement of printing technologies and the availability of popular literature, through pamphlets, newspapers and magazines, impacted American culture from the Revolution to the Civil War and reflected perceptions of the American Dream.
- How and why the late 18<sup>th</sup> century [Industrial Revolution](#) and emergence of new technologies began in Great Britain and the extent it impacted the economic development of the United States (e.g., [coal powered steam engine](#), textile machines for spinning thread and weaving cloth and iron production).
- How the construction of the [Erie Canal](#) impacted the economic development and cultural progress of the United States.
- How the invention of the [cotton gin](#) impacted the institution of slavery, as well as the economic development of the northern and southern states and the nation as a whole.
- How and to what extent the mid 19<sup>th</sup> century Industrial Revolution and emergence of new transportation and communication technologies impacted the economic development of the United States (e.g., [national telegraph](#) and railroad system, steamships and telephone).
- How, why and to what extent American innovation before the Civil War improved living conditions for some Americans (e.g., indoor plumbing, [vulcanized rubber](#), central heating, gas lighting, sewing machines, sewer systems and typewriter).

- How, why and to what extent American innovations immediately after the Civil War led to economic development and settlement of the frontier (e.g., [barbed wire](#), farm implements, air brakes and steam turbines).
- How, why, and to what extent new technologies and the Industrial Revolution impacted the process of urbanization in the United States.
- How, why, and to what extent the institution of slavery impacted the economic development and diversity of the southern states.
- The importance of the central ideas of the natural rights philosophy in the creation of American constitutional government, e.g., that all persons have the right to life, liberty, property, and the pursuit of happiness just because they are human beings; that the major purpose of government is to protect those rights.
- Ways in which the Constitution has encouraged Americans to engage in commercial and other productive activities that have improved their quality of life.

**Key Terminology:**

- **“The American Dream”** – Students should know that the *American Dream* is a belief that the United States, through principles established at its founding, offers the opportunity for prosperity and success. It is the aspiration of Americans to move beyond the level of their parents and grandparents, and embraces the principles of as equality, democracy, and material prosperity.

# History

## Essential Standard:

AH1.H.8 Analyze the relationship between progress, crisis and the “American Dream” within the United States.

Concept(s): Progress, Crisis, “the American Dream”, Migration

### Clarifying Objectives

AH1.H.8.2 Explain how opportunity and mobility impacted various groups within American society through Reconstruction (e.g., Lowell and other “mill towns”, Manifest Destiny, immigrants/migrants, Gold Rush, Homestead Act, Morrill Act, Exodusters, women, various ethnic groups, etc.).

### Unpacking

What does this standard mean a student will understand, know and be able to do?

#### The student will understand:

- An individual’s desire for survival and self-improvement can lead to the pursuit greater opportunities, which often involves mobility.
- Movement inspired by the desire for improved quality of life may result in unexpected obstacles and challenges that prevent the fulfillment of goals and ambitions.

#### The student will know:

- How the desire for greater freedoms encouraged opportunities for a better life for some while limiting opportunities for others (Patriots, Loyalists, neutral)
- How the late 18<sup>th</sup> century Industrial Revolution and emergence of new technologies in the [New England textile industry](#) encouraged women to pursue greater opportunities (e.g., [Lowell Mill Girls](#) and families within the Rhode Island system). (Private property rights, individual rights, equal justice under the law, inalienable rights)
- How and to what extent the emergence of industry and commerce in the North and Midwest led to increased opportunities for migrants/immigrants by the mid19<sup>th</sup> Century as compared to the South (e.g., Northern and Southern migrants, Irish and German immigrants). (Private property rights, individual rights, equal justice under the law, inalienable rights)
- How and to what extent [the California gold rush](#) benefited or harmed groups

moving to western mining camps (e.g., 49ers, Mexicans, Chinese, American Indians and women). (Private property rights, individual rights, equal justice under the law, inalienable rights, individual responsibility)

- How and to what extent government legislation encouraged westward movement and economic opportunity along the western frontier (e.g., [Northwest Ordinance](#), [Louisiana Purchase](#), [American System](#), [Homestead Act](#), [Morrill Act](#) and [Indian Removal](#)). (Private property rights, individual rights, equal justice under the law, inalienable rights, frequent and free elections in a representative government)
- How the [Civil War](#) and the movement of Confederate and Union troops through southern states impacted those communities. (Private property rights, individual rights, equal justice under the law, inalienable rights)
- To what extent individuals benefited from or were negatively impacted by Reconstruction. (Private property rights, individual rights, equal justice under the law, inalienable rights, frequent and free elections in a representative government)

## History

### Essential Standard:

**AH1.H.8 Analyze the relationship between progress, crisis and the “American Dream” within the United States.**

**Concept(s):** Progress, Crisis, “the American Dream”, Change

### Clarifying Objectives

AH1.H.8.3 Evaluate the extent to which a variety of groups and individuals have had opportunity to attain their perception of the “American Dream” through Reconstruction (e.g., plantation society, transcendentalism, 49ers, etc.).

### Unpacking

What does this standard mean a student will understand, know and be able to do?

#### The student will understand:

- Life, liberty and the pursuit of happiness often influence an individual or groups determination to seek opportunities for improvement. (Individual rights, equal justice under the law, private property, due process)
- The ideal of opportunity may not always be attainable or equitable for everyone. (Individual rights, equal justice under the law, due process)

- The perception and reality of opportunity for various individuals and groups to fulfill goals and ambitions changes over time.

**The student will know:**

- To what extent the declaration and fulfillment of independence from Great Britain established freedoms and equality for the colonists. (Individual rights)
- To what extent the southern economy founded on the growth of cash crops and the slave labor of plantation societies promoted or suppressed economic opportunities for particular groups of southerners.
- To what extent the northern economy founded on the commerce, shipping and manufacturing of urban communities promoted or suppressed economic opportunities for those groups migrating, immigrating and/or settling in the North.
- To what extent the United States became a more democratic and inclusive society because of the social reform movements of the mid-19th Century (e.g., abolition, women's rights, education reform, temperance,). (Individual rights as set forth in the Bill of Rights, due process, individual responsibility, equal justice under the law)
- To what extent [Jacksonian Democracy](#) benefited the "common man". (Individual rights, due process, individual responsibility, equal justice under the law, private property rights)
- To what extent 19th century utopian societies fulfilled their idea of the "American Dream" (e.g., [Shakers](#), [Oneida Community](#) and [Brook Farm](#)). (Individual rights, individual responsibility, equal justice under the law)
- To what extent westward movement and settlement of various groups fulfilled or denied the promises of freedom and prosperity along the frontier (e.g., American Indians, women, homesteaders, Mormons and missionaries). (Individual rights, individual responsibility, equal justice under the law, private property rights)
- To what extent newly freed African Americans benefited politically, socially and

economically from the reconstruction of the South. (Individual rights, due process, individual responsibility, equal justice under the law, private property rights, free elections)

- To what extent the idea that all persons have the right to life, liberty, property, and the pursuit of happiness has provided increased opportunities. (Individual rights, due process, individual responsibility, equal justice under the law, private property rights)

## History

### Essential Standard:

**AH1.H.8 Analyze the relationship between progress, crisis and the “American Dream” within the United States.**

**Concept(s): Progress, Crisis, “the American Dream”**

### Clarifying Objectives

AH1.H.8.4 Analyze multiple perceptions of the “American Dream” in times of prosperity and crisis through Reconstruction (e.g., Hamilton’s Financial Plan, Bank of the United States, Embargo of 1807, Manifest Destiny, phases of Reconstruction, etc.).

### Unpacking

What does this standard mean a student will understand, know and be able to do?

#### The student will understand:

- How individuals and groups respond to crisis may result in opportunities for growth and prosperity.
- Perceptions toward progress may vary according to individual and group beliefs and values.

#### The student will know:

- How explorers and colonists justified their risks and perseverance in exploring and settling the “New World” (e.g., John Smith’s *The Generall Historie of Virginia*, John Winthrop’s “*City upon a Hill*”, Roger Williams, Anne Hutchinson and William Penn).
- How diverse American Indian groups fought, appealed and made concessions at times of colonial encroachment and national expansion (e.g., Pequot War, *Seneca Chief Cornplanter’s address to George Washington*, Elias Boudinot and the Trail of

Tears). (Private property rights)

- How and why colonists declared and gained independence from Great Britain (e.g., James Otis and [The Rights of the British Colonists Asserted](#), John Dickinson and [Letters of a Pennsylvania Farmer](#), Thomas Paine and [Common Sense](#), Thomas Jefferson and [The Declaration of Independence](#)). (Inalienable rights)
- How the founding fathers defined and directed the birth of a new republic under the [Articles of Confederation](#) and then the [United States Constitution](#) (e.g., [Federalist Papers](#), Alexander Hamilton and [Report to Congress on the Subject of Manufactures](#) and the correspondence between Thomas Jefferson and John Adams). (Inalienable rights, federalism)
- How politicians, opportunists and/or activists either defended or protested expansionism and [Manifest Destiny](#) (e.g., [James K. Polk](#), [John L. O’Sullivan](#) and [Henry David Thoreau](#)). (Inalienable rights, property rights, individual responsibility)
- How southerners and politicians defended state’s rights, slavery, and the idea of nullification at times of sectional tension and political debate (e.g., [Virginia and Kentucky Resolutions](#), [John C. Calhoun](#), George Fitzhugh and [South Carolina Exposition and Protest](#), the [Cornerstone Speech](#), and selected [Declarations of Secession](#)). (Inalienable rights, property rights, federalism, individual responsibility)
- How politicians defended nationalism and compromise in terms of unity and national security (e.g., [Andrew Jackson](#), [Daniel Webster](#) and [Henry Clay](#)). (Inalienable rights, property rights, federalism, individual responsibility)
- How and to what extent the 19<sup>th</sup> Century romantic movement of thought, literature and the arts reflected individualism and the virtues of common people (e.g., [Ralph Waldo Emerson](#), [Nathaniel Hawthorne](#), [Harriet Beecher Stowe](#) and [Walt Whitman](#)).
- How slaves and freedmen reacted to the proposition that “all men are created equal” during the era of African American slavery (e.g., [Narrative of the Life of Frederick](#)

[Douglass](#), “[Ain’t I a Woman](#)”, [Phyllis Wheatley](#), [Harriet Jacobs](#) and [Nat Turner](#)). (Inalienable rights)

- How women reacted to the promise that “all men are created equal” in the absence of gender rights (e.g., [Abigail Adams](#) correspondence to [John Adams](#), [The Declaration of Sentiments](#), [Sarah and Angelina Grimke](#), “[Ain’t I a Woman](#)”). (Inalienable rights)
- How American leaders, reformers and activists struggled to give greater meaning to the proposition that “all men are created equal” (e.g., Henry David Thoreau and “[Civil Disobedience](#)”, Frederick Douglass and “[What to a Slave is the Fourth of July?](#)” and Abraham Lincoln and the [Gettysburg Address](#)). (Inalienable rights, property rights, equal justice under the law, individual responsibility)

## Appendix A: Key Terminology

### Essential Standard: AH1.H.1

- **Patterns of Historical Succession** - The act or process in which historical developments have unfolded.
- **Patterns of Historical Duration** – The time during which historical developments exhibit reliable samples of traits, acts, tendencies, etc. of events, phenomena, persons, groups or institutions.
- **Temporal** – of or relating to the sequence of time or to a particular time.
- **Periodization** - the attempt to categorize or divide time into named blocks.
- **Historical Perspective** - describing the past on its own terms, through the eyes and experiences of those who were there, as revealed through their literature, diaries, letters, debates, arts, artifacts, etc.
- **Historical Context** – placing events or situations in a given period of time or era.

- **Present-mindedness** – Judging things that occurred in the past based solely in terms of present-day norms and values.
- **Historical Interpretation** – Historical interpretation is when a certain historical event is described from different points of views. When this is done in first-person, it is sometimes referred to as living history.
- **Multiple Causation** – the mutual effect of many different forces to causing a particular action or occurrence.
- **Causative** – something that acts as an agent or cause; agent that is the reason for something.
- **Quantitative Analysis** – the examination of measurable and verifiable data such as earnings, revenue, population, movement, trade, etc. Quantitative analysis is used to explore such topics as migration patterns, changes in the economy, wealth distribution, changes in family size and composition, etc.
- **Qualitative Analysis** – the examination of non-measurable data such as reputation, image, feelings, beliefs, values, etc. Quantitative analysis is used to explore such topics as a person or group’s feelings about a government or judicial decision, a president’s image or the beliefs about reasons justifying war, etc.

**Essential Standard: AH1.H.2**

- **Watershed** – A critical point that marks a division or a change of course; a turning point. It is oftentimes an event marking a unique or important historical change of course or one on which important developments depend.

**Essential Standard: AH1.H.3**

- **Pluralism** – a theory that there is more than one basic substance, belief or principle.
- **Religious Pluralism** - Religious pluralism is a set of worldviews that stands on the premise that one religion is not the sole exclusive source of values, truths, and supreme deity. It is the acceptance of various religions.

- **Religious Factors** – a collection of attitudes, circumstances or resources that contribute to beliefs and practices of a religion.
- **Political Factors** - activities related to government policy and its administrative practices that can have effects on many areas of a society. For example, most education and health organizations and institutions may keep a watchful eye on a political factor, such as new legislation or regulatory shifts, which could have a substantial impact on policies that are implemented.
- **Political Relationship** - Social relations involving plans to gain authority or power.
- **Economic Relationship** - Cooperation in trade, finance, and investment existing between individual states, businesses, countries and sets of countries, etc.
- **Cultural Pluralism** - a condition in which many groups and cultures coexist and participate within a society and maintain their cultural differences.
- **Economic Factors** – the basic elements affecting financial matters such as labor, interest rates, government policy, management and taxation.

#### **Essential Standard: AH1.H.4**

- **Founding Principles** - The constitutional values and principles held by Americans that provide the foundation for American attitudes regarding political life. These principles have influenced the development and maintenance of American constitutional democracy.
- **Founding Principles Act** – Act of the North Carolina Legislature which mandates instruction in specific principles of American government and civic life. This act is available here: <http://www.ncleg.net/Sessions/2011/Bills/House/PDF/H588v1.pdf>
- **Political Issues** - are matters, which directly or indirectly affect a system involving government and its politics and are considered to be problems and controversies related to power and authority.
- **Political Relationship** - Social relations involving plans to gain authority or power.
- **Economic Issues** - are matters, which directly or indirectly affect the distribution of intellectual and material resources in a society.

- **Economic Relationship** - Cooperation in trade, finance, and investment existing between individual states, businesses, countries and sets of countries, etc.
- **Social and Cultural Issues** – Students should understand that *social issues* are matters which directly or indirectly affect a person or members of a society and are considered to be problems or controversies related to family, education, politics, religion, and/or economics, while *cultural issues* directly or indirectly affect the understanding of life's important experiences through the values and concepts of the culture in which we grew up. When the cultural norm affects the way the society at large functions, it becomes a societal issue (e.g. new policy, laws, systems, or structures). For example, individuals held personal beliefs about racially integrated schools. After many challenges to the cultural norm, society had to grapple with equality, which it decided with cases like *Brown v Board of Education* and *Swann v. Charlotte-Mecklenburg Board of Education* which helped change the systems and structures of public education.

**Essential Standard: AH1.H.5**

- **Philosophical Theories** - The theories and ideas that shaped the development of intellectual philosophies and spanned many popular political, social and economic debates. The point of a theory is to explain observations, which in turn seek to explain the world or society in which we live.

**Essential Standard: AH1.H.8**

- **“The American Dream”** – Students should know that the *American Dream* is a belief that the United States, through principles established at its founding, offers the opportunity for prosperity and success. It is the aspiration of Americans to move beyond the level of their parents and grandparents, and embraces the principles of as equality, democracy, and material prosperity.